

Student Name:

Checklist and Scoring Guide for the English 8 Final Essay

*a thematic title is worth 1 point of extra credit

FIRST (INTRODUCTORY) PARAGRAPH (5 points total)

1. **INDENT and write an attention-grabbing thematic lead** sentence that relates to managing identity conflicts. It can be a question, quote, definition, or statement of truth **(1 point)**.
2. Use bridge sentences to extend the lead to the specific texts. Include the titles and authors **(1 point)**.
3. Write a brief summary of each text. Include important plot, character, and setting details about the identity conflicts **(1.5 points)**.
4. Thesis statement with two claims that compare and contrast how the characters **hide from, mask, or reject** identity but later **accept, resolve or understand identity OR FAIL to resolve** identity and the different events that trigger their decisions **(1.5 points)**.

SECOND (BODY) PARAGRAPH (14 points total) –HIDING FROM, MASKING, OR REJECTING IDENTITY

5. Indent, use a transition word, and write a topic sentence about (claim one of the thesis) how BOTH characters **hide from, mask, or reject** identity and use the word BECAUSE to give their motives or reasons **(2 points)**.
6. Use AT LEAST TWO SPECIFIC SCENES that show how character one from text one **hides from, masks, or rejects** identity **(1.5 points)**.
7. Use TWO MATCHING QUOTES that show how character one from text one **hides from, masks, or rejects** identity. Remember to integrate the quotes correctly and give citations **(2 points)**.
8. Use ONE or TWO LINES from the surprise poem to support your explanation and the reasons why character one from text one **hides from, masks, or rejects identity**. **(.5 point)**
9. **Explain the quotes and their significance in your own words. What do they show about character one from text one? (2 points)**.
10. Use AT LEAST TWO SPECIFIC SCENES that show how character two from text two **hides from, masks, or rejects** identity **(1.5 points)**.
11. Use TWO MATCHING QUOTES that show how character two from text two **hides from, masks, or rejects** identity. Remember to integrate the quotes correctly and give citations **(2 points)**.
12. Use ONE or TWO LINES from the surprise poem to support your explanation and the reasons why character two from text two **hides from, masks, or rejects** identity **(.5 point)**
13. **Explain the quotes and their significance in your own words. What do they show about character two from text two? (2 points)**.

THIRD (BODY) PARAGRAPH (14 points total) – ACCEPTING, RESOLVING, OR UNDERSTANDING IDENTITY

14. Indent, use a transition word, and write a topic sentence about (claim two of the thesis) how BOTH characters **accept or fail to resolve or understand** their identities and use the word BECAUSE to give their motives **(2 points)**.
15. Use AT LEAST TWO SPECIFIC SCENES that show how character one from text one **accepts, or fails to resolve or understand** identity **(2 points)**.
16. Use TWO MATCHING QUOTES that show how character one from text one **accepts, or fails to resolve or understand** identity. Remember to integrate the quotes correctly and give citations **(2 points)**

Student Name:

17. Use ONE or TWO LINES from the surprise poem to support your explanation and the reasons why character one from text one **accepts, or fails to resolve or understand** identity. (.5 points)
18. **Explain the quotes and their significance in your own words. What do they show about character one from text one? (1.5 points).**
19. Use AT LEAST TWO SPECIFIC SCENES that show how character two from text two **accepts, or fails to resolve or understand** identity (2 points).
20. Use TWO MATCHING QUOTES that show how character two from text two **accepts, or fails to resolve or understand** identity. Remember to integrate the quotes correctly and give citations (2 points).
21. Use ONE or TWO LINES from the surprise poem to support your explanation and the reasons why character two from text two **accepts, or fails to resolve or understand** identity. (.5 point)
22. **Explain the quotes and their significance in your own words. What do they show about character two from text two? (1.5 points).**

FOURTH (CONCLUSION) PARAGRAPH (10 points total)

23. Indent, use a transition word and re-visit the THESIS STATEMENT (1 point).
24. Evaluate the events that cause the two characters to confront identity (1 point).
25. What are the SIMILAR and DIFFERENT lessons that the two characters learn from identity conflicts (1 point).
26. IDENTIFY and explain which CHARACTER makes better decisions about how to resolve the identity conflict (2 points).
27. IDENTIFY and explain which CHARACTER makes worse decisions about how to resolve the identity conflict (2 points).
28. Give advice based on those character decisions about how people should resolve an identity conflict. What is the best way to resolve identity conflicts? How should people resolve these issues? (3 points).

GRAMMAR AND MECHANICS (7 points total)

29. Avoid vague words like good, bad, things, stuff, nice, okay etc. (2 points).
30. Adopt a formal tone and avoid FIRST and SECOND PERSON pronouns like I, me, my, us, we, you, your, our etc. (2 points).
31. Correctly spell, capitalize all proper nouns (author and character names, locations and setting) and punctuate book titles (3 points).